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ABSTRACT

Solid information and fresh new ideas for students wishing to organize safety projects are presented in this manual. Included is a comprehensive collection of resources with names of individuals/organizations to contact for more information, fact sheets, and suggestions for fund raising. The manual is divided into four sections. The first chapter describes how to develop a clear, factual message about safety. The second chapter explains how to develop the skills needed to establish goals and to prepare action plans. It is noted that these skills can also help students to set goals in all areas of their lives. The third chapter contains traffic safety activity ideas with insight into what has worked well for other groups. It also describes what has failed so that students can avoid making the same mistakes. The fourth chapter explains how to pull all the parts of the project into an organized whole, a strong effort that will survive after the students graduate. The resources section contains reproducible handouts for background information, fact sheets or fund quizzes to distribute to student groups, information for use in speeches or in school newspaper articles, and much more. At the back of the manual additional resources are listed, such as organizations which can be contacted for more information and an annotated list of films. (ABL)

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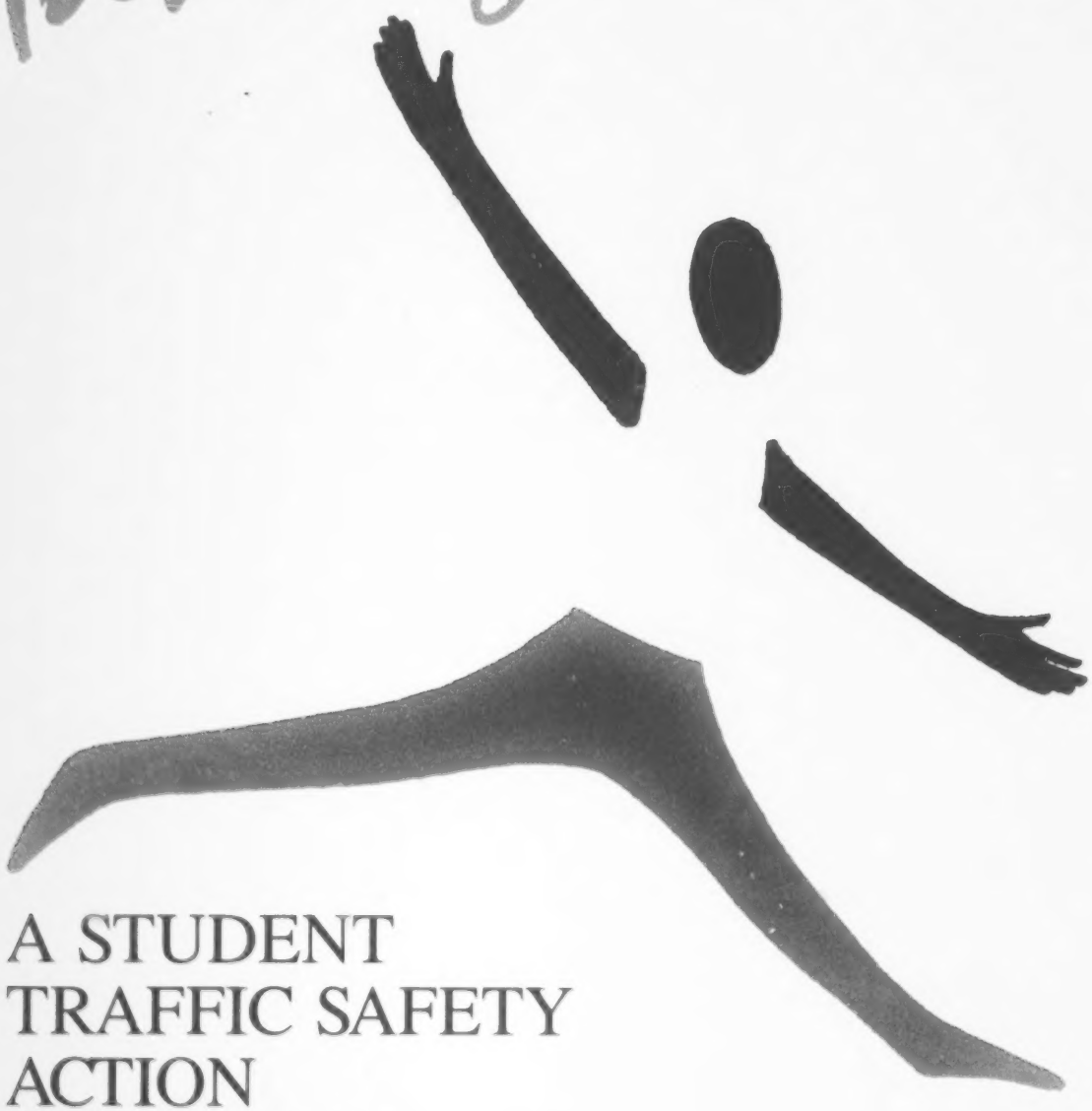
Taking the Lead



A STUDENT TRAFFIC SAFETY ACTION HANDBOOK

CG0247732

US Department of Transportation
National Highway Traffic Safety Administration

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INTRODUCTION

The Rewards of Being a Student Leader

Drinking and driving is the leading killer of young people. Every year, more than 4,000 teenagers are killed annually in car crashes. Another 912,000 are disfigured, crippled, maimed of otherwise injured. Although teenagers comprise 16 percent of licensed drivers, they account for 17 percent of all drivers involved in crashes. The statistics are devastating.

The reality is painful but not hopeless. Prevention can make a big difference. If everyone in our society decided not to drive when impaired by alcohol or other drugs, more than half of all car crash deaths could be avoided. Safety belts could prevent half of the drinking/drugged driving deaths and two-thirds of the injuries. The solution is simple. Don't drink and drive and always wear a safety belt.

The challenge is getting people to listen to the facts. Some people will be convinced by television and radio spots. Others will get the message only if they hear it from their peers. That is why student leaders are so important. By organizing safety groups and projects in your schools or communities, you can help your friends make decisions that may save their lives.

Taking the Lead! offers solid information and fresh new ideas to officers of school groups and organizations and to students wishing to organize safety projects. Such safety projects can be carried out by existing organizations or they can be conducted as independent efforts.

This manual includes skills and activities that can help make the efforts of any student leader a terrific success! While no manual can cover every situation that may arise, *Taking the Lead!* is designed to prepare you for the exciting challenges that lie ahead. Included is a comprehensive collection of resources with names of individuals/organizations to contact for more information, fact sheets and suggestions for fund-raising.

* In the following pages, the term organization will be used to refer to any organization, group, club or chapter within a school.

Taking the Lead! is divided into four chapters and a resource section:

Chapter I:
"Getting Started" tells how you can develop a clear, factual message about safety.

Chapter II:
"Setting Goals" explains how to develop the skills needed to establish goals and prepare action plans. These skills can also help you set goals in all areas of your life.

Chapter III:
"Safety Activities: contains traffic safety activity ideas with insight into what has worked well for other groups—and what has failed—so you can avoid making the same mistakes.

Chapter IV:
"Putting It All Together" explains how to pull all the parts of your project into an organized whole—a strong effort that will survive even after you graduate.

Resources:
"Resources for Student Leaders" contains reproducible handouts of background information, fact sheets or fun quizzes to distribute to your group, information you can use in speeches or in articles for your school newspaper—and much more. At the back of this handbook, you will find additional resources listed, such as organizations you can contact for more information and an annotated film list.

Before starting a project, check if any other group in your school is working on a similar effort. Talk with the school administration, counselors or teachers about getting a school sponsor for your project, as well as identifying any school regulations that may apply to you.

Underage drinking or other drug taking and driving is a serious problem. *Taking the Lead!* does not have an overall solution. However, your efforts in implementing this safety project will make a difference; your actions may actually save the lives of your friends and classmates.

Good luck!

CHAPTER I

Getting Started

Before discussing the idea of a safety project with school personnel or community officials, your organization needs to develop a clear idea of what your project is about and what principles you support. The principles other successful student groups have incorporated as part of their effort include not using alcohol or other drugs, always using safety belts and encouraging friends and family to do the same.

No Alcohol Will Be Used.

Alcohol is illegal for high school students in every state. Alcohol-related car crashes are the leading killer of teenagers, and teens who drink alcohol can get in trouble with their friends and family, as well as the police.

Everybody knows that drinkers sometimes embarrass themselves and hurt their reputations by saying or doing things that would not have happened if they had been sober. What everybody does not know is that teenagers can have serious health problems if they drink heavily. The truth is that 20 percent of all 14- to 17-year-olds develop serious alcohol problems that require some form of treatment.

No Other Drugs Will Be Used.

It may be hard to believe, but some people still do not understand that drugs, such as marijuana, cocaine and "crack" (a form of cocaine), can hurt them.

Marijuana contains over 400 different chemicals and can impair short-term memory, sense of time and the ability to concentrate. Marijuana smoke can be more harmful to the lungs than tobacco smoke. Although both marijuana smoke and tobacco smoke contain many of the same elements that cause cancer, there are more cancer-causing

elements in marijuana smoke. Since the smoke is inhaled deeply and held longer, the damage is multiplied.

Cocaine, in any form, is an extremely addictive drug. Cocaine users often become irritable or depressed and experience hallucinations and paranoia. Many users develop nasal membrane sores or perforations of the septum (the tissue separating the passages of the nose). Cocaine can also cause anxiety, depression and heart problems. "Crack" or "freebase" is a form of processed cocaine that uses a solvent, such as ether, to make the drug more suitable for smoking. Smoking crack increases the dangers and side effects of using cocaine.

"Just Say No" is not merely a catchy slogan. It is a philosophy . . . a statement that you are thinking about what is best for you and choosing your own path. Saying "no" means you understand the consequences of experimenting with alcohol or other drugs and are ready to stand up to peer pressure.

Safety Belts Will Always Be Used

Up to half of the people who die in crashes each year could be saved if they wore safety belts. Safety belts can help prevent passengers from striking the windshield or being violently thrown out of the car. One out of four serious injuries is caused by people inside the cars crashing into each other. These injuries could be avoided if all passengers would buckle up.

Buckling up only takes a couple of seconds . . . and it saves lives. By hearing the statistics and understanding the possible consequences of not wearing a safety belt — injury, disfigurement, and death — people will start to realize that they could become one of these statistics. The more people hear this message, the more they will protect themselves and the ones they love by buckling up.

Friends and family members will be encouraged to do the same. This principle helps make groups successful because members take responsibility for passing the word about safety. Participating in activities that are free of alcohol and other drugs is fun, but students and their families need to know why these substances won't be used. People also need to be told why safety belts are not a nuisance. When it comes to traveling the nation's highways, nobody is safe until everybody is safe.

Ride With Sober Drivers

Just as important as deciding upon the principles that will guide your efforts is deciding what the organization will not support. Highway safety is a health and safety issue, and many supporters and advocates have conflicting opinions concerning the problem of underage drinking. The conflict is whether warning teenagers about the dangers of drinking and driving or encouraging them to call for a safe ride or to choose a designated driver is indirectly condoning the use of alcohol by teenagers. This difference in opinion can cause complications for your project. You should make decisions about whether to support these concepts before you begin to organize your project.

Starting A Safe Ride Program

Some youth organizations have developed successful Safe Ride programs. Calls for safe rides home on Friday and Saturday nights from students who do not want to ride with a drinking driver are taken by group members. They will also provide a safe ride home for a person who has been drinking; however, they do not condone drinking by people under the legal drinking age.

Safe Ride programs have received criticism in some communities. The critics say that giving free rides home to drinkers gives the message to teenagers that "it's OK to drink as long as you don't drink and drive." They have also expressed concerns about whose car should be used by student drivers and how insurance coverage should be handled. Supporters of Safe Ride programs have answered the critics with these points:

- The organization is openly against the use of alcohol by people under the legal age.
- The drinkers might be tempted to drive and injure innocent people if the program were not available.
- The organization can only make modest efforts to save lives. They cannot control the behavior of others. That is up to parents, the police and the students themselves.

Student leaders who have organized Safe Ride programs report that a well-balanced youth organization should have a number of activity goals. A Safe Ride program should never be the sole purpose for forming a group or safety committee.

The Designated Driver

While the designated driver concept is often provided on television and radio, its message is targeted for adults (over 21). It is true that adults who plan to drink when they go out should appoint one person who will not drink to get

them home safely. Since high school students cannot drink legally, promoting the designated driver concept is a mixed message, even if it seems popular and realistic.

You will not "please all of the people all of the time." If you are aware of these problems from the start, you can make certain that they are addressed while planning your project. You will be a step ahead of many student organizations because you will be learning from their experience.

Once you have finalized the principles of your project, develop a written statement that outlines these goals. This statement will assist you in communicating to others what you are trying to achieve. Vague theories will not sell ideas, so it is very important that you have a clear definition in your own minds of the principles your group is promoting.

Not For In-School Organizations Only

This handbook has been written primarily for the student leader who is operating within the framework of an established school organization. But these activities can be carried out by any student who wants to make the school a safer and healthier place. Use your imagination and ingenuity in adapting the activities to meet the specific needs of your community.

Once you develop your goals, you may want to approach a school organization that is already formed, such as Future Farmers of America, Y-Teens, student council and peer counselors. Contact the student leaders of these groups and ask to meet about your working together on a youth safety program. Be well-organized for the meeting by preparing an outline of the need for such a program (supported by local and national statistics) and activities you see as responding to that need. Ask if your goals may be included with theirs. Some might have to contact their national headquarters to get approval, but you should find that most national organizations for teenagers already support your goals in theory and may be ready to act.

If your school does not permit youth organizations, you might contact a local community group, such as the YMCA or YWCA. Ask if the organization would be willing to work with you. Before taking this approach, prepare yourself with the facts. The information contained in this handbook and some local statistics (collected from the police department or local newspaper) should help you present a case that clearly outlines the need for a safety project in your area.

If you are not able to work with an existing organization, there are many other ways that you can be a student leader. You can:

- Work with school personnel to arrange assembly programs
- Encourage your friends to get involved in safety activities
- Plan teen activities free of alcohol and other drugs
- Find out about your state's drunk and drugged driving legislation (and write letters to support strict enforcement of the laws)
- Talk on a one-on-one basis with your friends
- Write letters to newspapers
- Encourage your school to offer an alcohol, drug and highway safety class

. . . The list is limited only by your imagination!

"The beginning is the most important part of the work."

PLATO
Ancient Greek Philospher

CHAPTER II

An effective student leader needs to know how to set realistic goals and how to break those goals down into small, well-planned steps of action. Goal setting is a skill that can be easily learned. The skill is well worth your time to master, because you will be able to use it for the rest of your life.

There are six basic steps to effective goal setting. It's easier if you remember the acronym "LEADER"—List, Edit, Add, Decide, Execute, Review. In goal setting, you will:

- **LIST** all the items that you would like to see accomplished.
- **EDIT** the list so that it includes only those goals that are reasonable and specific.
- **ADD** the action steps that would be necessary to make each goal a reality.
- **DECIDE** upon a chronological order for the goals and action steps.
- **EXECUTE** your plan of action, tackling one goal at a time, one step at a time.
- **REVIEW** the results after each goal is accomplished.

The following section will demonstrate how one student leader used the LEADER approach successfully.

Using the LEADER Approach

Shelly Pender was concerned about students getting hurt as a result of drinking and driving and wanted to educate students and plan activities free of alcohol and other drugs. Together, she and the officers of the Florence Teen Organization set goals using the LEADER approach.

STEP ONE: LIST
(all the items that you would like to see accomplished)

While the secretary took notes, the officers talked about all the goals they would like to reach during the upcoming year. Although they knew that they could not accomplish all of the goals in one year, the purpose of the first step was to get all of their choices down on paper.

The officers were careful to use simple, specific statements and they made certain that their goals were measurable. Here is the list that Shelley's organization prepared:

- Organize Project Graduation (all-night, alcohol-free party for 200 seniors).
- Introduce possibility of adding a safety class to the school curriculum (or more safety instruction).
- Plan monthly assembly programs on alcohol, other drugs and safety belts.
- Stop drunk and drugged driving in Florence.
- Build a float for the Homecoming parade.
- Conduct at least one major fund-raising activity per month to raise money for organization activities.
- Host at least one alcohol-and drug-free dance per month.
- Send all the officers to the national youth convention at the National Safety Convention in Denver, Colorado.
- Increase safety belt use by students and teachers by 25 percent.
- Conduct assembly programs for all junior high schools students.

STEP TWO: EDIT
(include only those goals that are reasonable and concrete)

All officers agreed that organizing Project Graduation for the seniors was reasonable. It was also one of their most important goals because three seniors had been killed in an alcohol-related crash on graduation night the year before. They also agreed that inquiring about a safety class was a good idea.

There was more discussion about planning monthly assembly programs. One person said that one assembly program every three months seemed more reasonable. Other groups would also want to plan assembly programs, and they wanted to be fair.

Moving on to the goal of stopping drunk and drugged driving in Florence, the officers were not sure how such a goal could be accomplished. Shelley pointed out that all of the activities that they had mentioned so far were only for students, not for adults in the community. While stopping drunk and drugged driving was certainly a wonderful goal, it was not a realistic or measurable goal for them.

Building a float for the Homecoming parade was a controversial goal. Each class built floats, and so did the athletic teams, the band and the school paper staff. Most of the organization members would be busy helping with the other floats, so that goal was finally dropped.

The goal of at least one major fund-raising activity per month, like that of monthly assembly programs, seemed a little excessive. The officers agreed that three fund-raisers a year should be enough.

No one really knew what to say about hosting at least one dance for students per month that was free of alcohol and other drugs. That would mean eight dances, but the officers thought that monthly dances were needed to promote activities free of alcohol and other drugs. Shelley suggested leaving the goal on the list so that they could think creatively about how to achieve it.

All of the officers would like to travel to Colorado for the national youth convention. After much discussion, they decided that most of the funds they raised should be used for Project Graduation. Still, they wanted someone to represent Florence at the convention. They decided to send one person.

The officers knew they had to make student and teachers aware that safety belts are an important defense against drunk drivers. They decided that increasing safety belt use by 25 percent was a very good goal.

Everyone approved the assembly programs for the four junior high schools. The officers all felt a sense of responsibility to be positive role models for the junior high students. Shelly made certain that the officers understood that there would be only one assembly program per school. She also said that she could not conduct all four programs by herself. The officers said that they would address her concerns during the third step, when actions would be planned.

STEP THREE: ADD
(the action steps necessary to make each goal a reality)

The officers discussed which steps would be needed for each goal and who would be responsible.

Project Graduation
Shelley knew from speaking to student leaders at other schools that planning a Project Graduation party would be a mammoth job, requiring months of planning. As president of the teen organization, Shelley had many responsibilities and was not the logical person to head up Project Graduation. Sandy, the vice president, agreed and offered to assume responsibility for chairing the Project Graduation project.

The officers briefly discussed what they would need to help make Project Graduation a reality. Under Sandy's direction, Project Graduation committees would be formed for fund-raising, food, decorations, publicity, prizes, tickets, chaperons, volunteers and clean-up. Another meeting was scheduled in two weeks to develop a detailed plan of action to involve the entire senior class, teachers, parents and the business community.

Safety Class
The officers agreed that some careful planning must be done before they presented their idea for a safety class to the principal. They agreed that such a class would cover a variety of topics, including the effects of alcohol and other drugs on the body, problem prevention, legislation, and how safety belts and air bags work.

Don, the secretary, offered to call other schools to see if they had safety classes and to ask what books, films and other materials were used. Shelley said that her father taught at a community college that offered a similar course, and she would check with him. Don would then draw up a formal request for the principal, and he would set up an appointment to discuss it.

Assembly Programs.
The officers decided that an assembly committee would be the best way to make the three assembly programs for Florence High School a reality. Shelley would ask for volunteers at the first teen organization meeting and give them some suggestions, such as borrowing a safety film from the Governor's Office of Highway Safety, contacting the police department for a speaker and inviting a speaker from Mothers Against Drunk Driving (MADD).

Three Fund-raisers.
It was decided that organizing three fund-raising activities was a big job. The officers agreed that the entire organization membership would vote to select which fund-raising activities they would conduct. Then, three committees would be formed to make the fund-raisers a reality.

Dances Free of Alcohol and Other Drugs.
The officers were stumped here. They all felt that well-chaperoned, monthly dances would give students a safe social activity, and they knew the dances would be well received by the student body. However, with all the other activities they were planning, the teen organization could not take on such a huge responsibility every month.

Shelley had an idea that turned out to be the perfect solution. She suggested that some adult civic group might agree to host the dances at its lodge, publicize them and solicit their members as chaperons. With such a creative approach, the teen organization would be able to reach this goal.

National Safety Convention
The organization finally decided to pay half of an airline ticket for Shelley to attend the national youth convention in

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"There is a spirit and a need . . . at the beginning of every great human advance. Each of these must be right for that particular moment of history, or nothing happens."

Coretta Scott King
Civil rights leader and widow of Dr. Martin Luther King, Jr.

Colorado. Shelley thought that her parents might be willing to pay the rest. If her parents were unable to pay for half of the ticket, Shelley said that she would pass the opportunity to the vice president, and on down the line of officers until someone could afford to go.

Safety Belt Project
The officers decided to increase safety belt use by holding contests incorporated with the "Buckle-Up America!" Week campaign in May. Don's mother managed a fast food restaurant, and Don agreed to ask if the restaurant would donate coupons for soft drinks, french fries and hamburgers as prizes for the contest.

A committee of volunteers would stand outside the school and tally how many students and teachers arrived at the school parking lot wearing safety belts. Then, an assembly program featuring a well-known person whose life had been saved by a safety belt would launch the contest. On the last day, the committee would again tally belt use, handing out coupons for prizes to belted students and teachers.

The results of this contest would be published in the school newspaper. The committee would also ask the paper to publish an editorial about buckling up.

Assembly Programs for the Four Junior High Schools
In response to Shelley's not wanting to conduct the junior high assembly programs alone, Sandy suggested that four teams of two each be formed to conduct the assembly programs. Shelley liked the idea and said that she would ask the speech teachers to recommend students. She asked Don to contact the principals of the junior high schools to set up dates for the assembly programs.

STEP FOUR: DECIDE
(a chronological order for the goals and action steps)

The officers made a calendar with large date blocks to write in the goals and the necessary steps for the entire school year. The officers realized that they would have to be flexible. Although an unforeseen happening could cause them to change some of their plans, the officers agreed to stick to their calendar as closely as possible.

Since Project Graduation would require so many planning steps, Sandy announced that she would keep a separate calendar and report to the officers on a regular basis.

STEP FIVE: EXECUTE
(your plan of action, tackling one goal at a time, one step at a time)

The officers worked closely with the members to accomplish all that they had planned. The officers and members did not feel overwhelmed or overworked because they had carefully stated their goals and made work assignments. Shelley's job as president was to oversee the process and make certain that all the members performed their duties on schedule.

STEP SIX: REVIEW
(results after each goal is accomplished)

As the organization reached its goals, meetings were held to ask these questions:

- Were we successful in reaching our goal?
- What did we do right?
- What did we do wrong?
- How can next year's organization benefit from what we learned?

The Florence Teen Organization was very successful in meeting its goals. Don, who was a junior when Shelley was president, was elected president the next year. His experience with the LEADER approach to goal setting helped make his term in office as successful as Shelley's. He especially benefited from Step Six, the review of the results. Sometimes leaders forget to perform Step Six because it does not seem as important as the others. But reviewing the results is a necessary part of future goal setting. Learning from mistakes (and from successes) is a big part of a student leader's experience.

CHAPTER III

Safety • Activities

Setting goals for a school year takes careful thought. A student leader needs to organize exciting activities but must not plan so many of them that members are overworked. Doing a few well is better than overextending and having many poorly run activities.

Before you decide upon activity goals for the year, ask yourself these questions:

- Approximately how many participants (members or friends) will this project have?
- How much time and effort are they willing / able to give to a project?
- How much time and effort am I willing / able to put into activities?
- Are the officers and volunteers responsible enough to lead some of the activites?
- How much support can I expect from my school's faculty?

Once you have answered these questions, you should have some idea of how many volunteers you have. You will be ready to set activity goals for your group or organization by using the LEADER approach.

To help you brainstorm with the officers, here are some popular activity goals. Remember, no one could reach all of these goals in a school year. You must work with your organization or friends to discover just the right mix of activity goals for your school.

Hosting Assembly Programs for Your School

Most schools invite guest speakers to address the students at least once during the school year. You can make inquiries to find speakers who are respected in their fields and who have been well received by students. Possibilities are government safety or alcohol and drug abuse prevention representatives, popular college or professional athletes who support your message, a person in the community whose life was saved by wearing a belt, a member of Mothers Against Drunk Driving (MADD), an emergency room doctor or nurse, a police officer or a relative of a drunk driving victim.

If your school will allow the time, you might try to find a safety film to show before or after a guest speaker. The school district's teacher media center, AAA office or the local area safety/public relations office might have a film you could use. (Some good examples are listed in the back of this handbook.)

Helping Junior High and Elementary Children Start Safety Groups

Safety and health habits must start early. Many high school safety groups visit junior high and elementary schools. The younger students look up to older teenagers and are likely to use them as positive role models.

Some of the activities that you might conduct are puppet shows, open-ended skits (to help develop problem-solving skills) and informal talks. You will need to work closely with the principals of the schools and get permission from your principal to visit during school hours. You will probably be pleased at how supportive the faculty will be.

Raising Money

Fund-raising is necessary for almost every organization. Many groups charge a small membership fee. Others conduct fund-raisers, such as walk-a-thons, dance-a-thons and t-shirt sales. (See the list of possible fund-raising activities in the Resource handouts.)

Hosting A "Buckle-Up America!" Event

Your organization could host an event tied to the national Buckle-Up America! Week held each year in May. This national effort is scheduled to coincide with Memorial Day Weekend—a time when many people are on the roads—and the beginning of the summer vacation travel period.

Buckle-Up America! is a coordinated national, state and local campaign of these six safety organizations:

- Operation C.A.R.E. (Combined Accident Reduction Effort)—A national organization of State Police and State Highway Patrol agencies.
- National Association of Governor's Highway Safety Representatives (NAGHSR)—An organization made up of the Governor's Highway Safety Representative from each state.
- National Highway Traffic Safety Administration (NHTSA)—An agency within the Department of Transportation charged with preventing deaths, injuries, and economic losses resulting from motor vehicle crashes.
- The National Safety Council—An organization that promotes accident reduction.
- Entertainment Industries Council (EIC, Inc.)—A committee of actors, directors, producers and others from the entertainment industry who are actively participating in projects to increase safety belt use.
- American Coalition for Traffic Safety (ACTS)/Traffic Safety Now (TSN)—ACTS is a non-profit organization dedicated to informing the public about the effectiveness of safety belts and the success of safety belt laws. TSN was founded to provide assistance to States for passing laws requiring safety belt use and to promote the use of safety belts.

Examples of Buckle-Up America! events you can sponsor include encouraging the student newspaper to run an editorial and/or feature article, having students sign pledge cards to wear their belts and distributing information on safety belts.

The "Buckle-Up America!" Idea Sampler is a complete resource guide for groups planning safety belt activities. To receive a free copy, write to:

The Office of Occupant Protection
National Highway Traffic Safety Administration
400 7th Street, S.W., NTS-13,
Washington, DC 20590.

Hosting Activities Free of Alcohol and Other Drugs

While students who attend any school-sponsored activity are supposed to be free from alcohol and other drugs, many organizations host events that are specifically publicized as free of these substances. You will need parents and/or teachers to serve as chaperons. You must set rules regarding admission, such as "students who leave early must sign out, and they will not be readmitted under any circumstances."

While promoting your events as free of alcohol and other drugs is necessary, the important message is that students will have *fun*! The more informal the event, the more everyone will feel comfortable. Attending events advertised as free of alcohol and other drugs is the new trend for students across the country. Once you have your first fun-filled event, the word will spread and everyone will want to attend. The type of event and where it will be held is limited only by your imagination.

Where Can You Have the Event?

At the school gym, boys or girls club, park, recreation center, YMCA/YWCA lodge, college campus, camp ground, lake, wooded area, beach, amusement park, bowling alley, movie theater or on a boat or train.

What Can You Do?

Have music, dances, entertainers, finger foods, lip-sync contests, games, sports, movies, talent shows or plays.

What Kind of Themes Can You Use?

A Hawaiian luau, the Wizard of Oz, song titles, come-as-your-fantasy, casino night, rodeo, the 50s, the 60s, Mardi Gras, Fantasy Island, toga party or New Year's.

You should charge an admission fee if you are going to hold such activities on a regular basis. Remember to keep the cost within reason for your community. Don't think that your group or organization has to host alcohol/other drug-free activities all alone. Civic groups often are willing to take on the responsibility and expense, so make the appropriate contacts in your area.

Organizing Project Graduation

Graduation parties should be fun, not fatal. That is why many organizations take the lead in planning Project Graduation—an all-night, alcohol/other drug-free party after the graduation ceremony for the senior class. (For sample Project Graduation activities see the resource handouts in this package.)

Since Project Graduation is such a big party, many committees of students, parents and faculty members will need to be formed. Some of those committees are fund-raising, entertainment, food, decorating, public relations, prizes, tickets, coat room, chaperon/rules and clean-up.

The National Highway Traffic Safety Administration (NHTSA) has prepared a "how to" booklet to help students plan a fun and exciting Project Graduation. You can obtain a copy by writing to this address:

Project Graduation
National Highway Traffic Safety Administration
U.S. Department of Transportation
400 Seventh Street, S.W., NTS-21
Washington, DC 20590

Initiating Communications Projects

There are a number of ways that your organization can reach the rest of the students in your school with safety and alcohol/drug messages. For instance, you could get permission to read an announcement over the school's public address system. (Some sample announcements may be found in the resource handouts.) Artistic members of your group or organization could prepare a display for a trophy cabinet or a bulletin board, or make a huge poster for the hall. Another method of getting your message across is to distribute fact sheets or fun quizzes (see resource handouts for samples.) You can get information from:

The National Clearinghouse on Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20852

Organize a Peer-to-Peer Assistance Program

Peer-to-peer student assistance programs are often modeled after Employee Assistance programs in large businesses. These programs are made up of students who are willing to serve as bridges between students and resources that are available in the community.

Those who might need assistance are teenagers in alcoholic homes or those who have alcohol or drug problems themselves. Students who are part of these programs are usually trained by school counselors on what to do if someone turns to them for advice.

The names of the students who participate in a peer-to-peer assistance program are published in the school newspapers. These students may offer a friendly ear, and they can tell others about treatment clinics, self-help groups or refer them to the school counselor. The students understand that they can reach others in need who might not be willing to talk to an adult, but they recognize that they are not counselors. Under no circumstances should they get involved in the problems. They simply point the way to places that can offer help. This program should be developed together with the school counselor and principal.

"Determine never to be idle. No person will have occasion to complain of the want of time who never loses any. It is wonderful how much may be done if we are always doing."

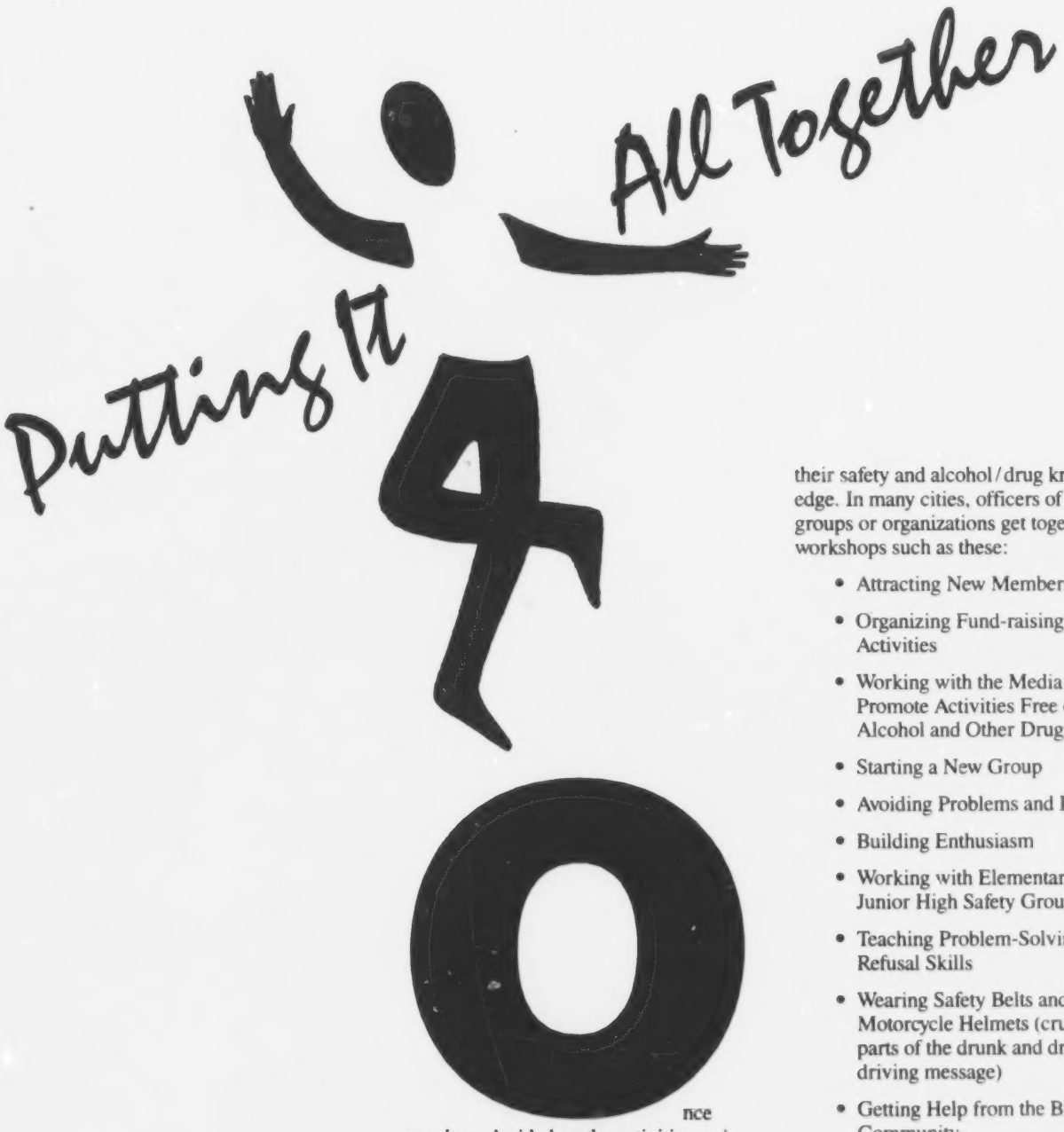
THOMAS JEFFERSON
Third President of the United States

Providing Student/ Parent Safety Agreement

Safety agreements between student and parents have become very popular in recent years. Your organization could plan an assembly program to introduce the forms and make them available to students who want to help their parents stay safe. The contracts can also open the doors of communication between students and parents about alcohol and other drugs and safety belts. (See the resource handouts for a sample agreement.)

These are only some of the activities that you might want to select. Use your imagination and ask others for their suggestions. Find creative ways to add to this list of activities that help make the highways safer for everyone.

CHAPTER IV



Once you have decided on the activities and identified how your goals will be accomplished, you will want to build your resources outside your organization. One important activity is teaming up with other groups for a citywide convention. It helps when groups pool their safety and alcohol/drug knowledge. In many cities, officers of student groups or organizations get together for workshops such as these:

- Attracting New Members
- Organizing Fund-raising Activities
- Working with the Media to Promote Activities Free of Alcohol and Other Drugs
- Starting a New Group
- Avoiding Problems and Pitfalls
- Building Enthusiasm
- Working with Elementary and Junior High Safety Groups
- Teaching Problem-Solving and Refusal Skills
- Wearing Safety Belts and Motorcycle Helmets (crucial parts of the drunk and drugged driving message)
- Getting Help from the Business Community
- Planning a Great Assembly Program
- Using the LEADER Approach to Goal Setting
- Getting the Support of Faculty and Administration

In most cities, community action groups, such as MADD, the PTA and others are willing to plan city-wide conventions for students if they know that the interest is there.

Publicize Your Efforts Through the Mass Media

TV and newspaper reporters are always interested in human interest stories about how teens are trying to make the world a better place. So do not be afraid to call news directors and editors to tell them about your activites.

Also, learn how to write a news release. (For a sample news release, see the resource handouts.) To prepare a mailing list, call the newspapers, TV stations and radio stations in your area and ask for a name and address. Mail your release, and later make a follow-up telephone call to see if it was received and if there are any questions. Some newspapers will print articles if an organization writes it and will also print good quality black and white photographs. Coordinate this possibility with the editor and photographer of your school newspaper. Neighborhood newspapers are most receptive to this approach.

You might also consider inviting a TV news crew to one of your alcohol- and other drug-free events or your favorite radio station to broadcast live "on the scene." Everyone at home will be able to see and hear what a great time you are having. The media might also be interested in covering any safety belt observation surveys that your group conducts.

Find Out About Legislation in Your Area

Learning about laws against drinking and driving and about the use of safety belts is a very important activity goal for your safety group. Becoming involved in the law-making process will help organization members become well-informed citizens. You can make your voice heard on major safety issues by writing letters to your members of Congress, local legislators and to the editors of newspapers serving your community.

Laws in effect or under consideration in your area may be those that:

- Have stricter license suspensions for underage Driving While Intoxicated (DWI) or Driving While Under the Influence (DUI) offenders (terms vary from state to state).
- Lower the Blood Alcohol Concentration (BAC) for drivers to be judged legally drunk.
- Lower the BAC for underage drivers.
- Require jail sentences, even for first time DWI offenders.
- Allow immediate suspension of drunk drivers' licenses.
- Require all vehicle occupants to wear safety belts.
- Raise offenders' fines and fees, both to increase the penalty and to help pay police, trial and treatment costs.
- Increase penalties for alcohol sales to minors or intoxicated persons.
- Prevent people accused of drinking/driving from plea bargaining (pleading guilty to less serious charge).
- Require drunk and drugged driving convictions to show on driving records.
- Increase alcoholic beverage taxes to help pay for programs
- Prevent people from drinking or taking other drugs while driving.
- Enforce the legal drinking age of 21.
- Require all children not required by child passenger protection laws to wear safety belts.
- Increase fines for parents who fail to put their children in a child safety seat.
- Prohibit children from riding in the back of station wagons or other vehicles that have no rear seats.

There are a number of ways your organization could learn about laws and legislation. For instance, you might:

- Visit your State legislators or other local and State government officials.
- Ask officials for summaries of laws applying to your area.
- Urge local media to implement and support public information campaigns on highway safety alcohol/drug prevention.
- Attend hearings on proposed legislation.
- Volunteer to help other adult safety and health groups with mailings or other work.

Balancing Your Role As Student Leader

Taking the Lead! has covered a wide range of topics . . . becoming a student leader . . . starting and leading an organization or group . . . setting goals . . . and looking at possible activities. It is a lot of information, but you will soon get the knack of being a student leader. Goal-setting will become second nature to you, and you will need to use this manual only as a resource guide. Be certain to pass the manual on to your successor at the end of the year.

A successful student leader is not a person who tackles every activity goal described in this manual. Please remember that you are a student first and a leader second. Your grades must remain first priority. Still, with a little careful planning, you will be surprised at what you can accomplish in your spare time.

All great leaders must learn to delegate responsibility—to allow others to take on some of the work. As a leader, you should motivate people and act as a coordinator. If your organization plans three dances, Student Peer-to-Peer Assistance Program, two fund-raisers, and a Project Graduation, you should not feel overwhelmed. Using the LEADER approach, you can break the goals into activity steps and make assignments to other organization members. The truth of the matter is, big jobs are fun when everyone helps out.

Another important point to remember is that you are a student leader in a school. Whether you know it or not, there are others who are looking up to you and are watching your actions. You are a role model for your fellow students. You must follow your own advice about highway safety and non-use of alcohol and other drugs or your work in the organization will not be effective. In short, student leaders have found that they are successful in educating others to the problems and solutions only if they stay alcohol/other drug-free and buckle up themselves.

Finally, **have fun!** The alcohol/other drug-free activities you will be planning for the student body are meant to be fun for everybody, including you. In fact, of all the people who might have the pleasure of attending one of these events, you should enjoy it most. After all, you can look at your friends and know that you have played an important role in showing them a good time and keeping them safe. Student leader, you are a very special person!

"You will make all kinds of mistakes; but as long as you are generous and true, and also fierce, you cannot hurt the world or even seriously distress her. She was made to be wooed and won by youth."

SIR WINSTON CHURCHILL
Former Prime Minister of the United Kingdom

Films

"A Call to Action"

"A Call to Action" is a 14-minute film that includes film clips from various public hearings concerning drinking and driving. Possible solutions to the drunk driving problem are discussed, including tough laws, strict enforcement, and public involvement. Contact the Insurance Information Institute, 110 William Street, New York, NY 10038.

"Too High a Price"

True-life interviews with the family members of six victims of drunk drivers are presented in this 25-minute film. Four of the victims were killed, and two were badly injured. Contact the South Carolina Commission on Alcohol and Drug Abuse, 3700 Forest Drive, Columbia, SC 29204.

"Last Prom"

This covers drinking and driving and peer pressure. It focuses on how teenagers sometimes go along with the crowd. The story is about four teenagers who are involved in a fatal crash the night of their high school prom. The showing time is 24 minutes. Contact Southerby Production Inc., P.O. Box 15403, Long Beach, CA 90815.

"Beverage Alcohol Use and Misuse"

In this 26-minute film, Peter Marshall quizzes celebrities about use and misuse of alcohol in a "Hollywood Squares" format. It is available on a free loan basis from DISCUS, 1250 Eye Street, NW, Suite 900, Washington, DC 20005.

"Just Along for the Ride"

This is the second "Modular Awareness Program" in the "Beating the Odds" series, produced by the National Association of Independent Insurers. It is designed to help teenagers become aware of the risks they assume when they drive while intoxicated, or when they ride as passengers with others who are intoxicated. The film encourages teens to assume responsibility for their own safety, and to avoid going along for a ride that could be permanently damaging. The film is available for loan from the National Association of Independent Insurers, 2600 River Road, Des Plaines, IL 60018.

"Just Another Friday Night"

This 15-minute film focuses on single-vehicle accidents that involve teenagers, drinking and high speed driving. The purpose of the film is to involve young drivers in a discussion of how society is to deal with drivers in fatal crashes resulting from impaired driving and reckless behavior. Contact local AAA Club Safety/PR departments or write directly to the AAA Foundation for Traffic Safety, 1730 M St., NW, Suite 401, Washington, DC 20036.

"Buckle Up!"

This 20-minute videotape features television and movie stars who are actively

promoting safety belt usage—both on the screen and off. It concludes with a 5-minute rock video by the Fifth Dimension. Contact Larry Deutchman, Executive Director, Safety Belt Awareness Committee, Entertainment Industries Council, 4444 Riverside Drive, Suite 203, Burbank, CA 91505.

"Buckle Up...And Do It Right!"

This 14½-minute film focuses on the correct use and fit of safety belts. The film explains why correct belt use is critically important for maximum benefit and for avoidance of belt-induced injuries. Contact Physicians for Automotive Safety, 19 Church Street, New Milford, CT 06776.

"The Winning Combination"

This 9-minute film takes an upbeat, positive and sometimes humorous approach to present factual information about automatic safety belts and air bags. "Vince and Larry," the anthropomorphic dummies, are still in the business of trying to get people to buckle up! Contact the National Highway Traffic Safety Administration, Office of Occupant Protection, 400 7th Street, S.W., NTS-13, Washington, DC 20590.

"AL-CO-HOL for Junior High School"

A five-lesson program for Grades 7-9 that uses a competing team approach to discover ways to assess alcohol use and misuse. Included are a teacher's guide, student handbook, and a supplementary materials packet with reproducable masters. Also available are a teacher training film ("ALCO-HOL, A Mini-Course for Junior High School") and a set of six short dramatic, open-ended trigger films designed to provoke discussion. Good resource material for peer training programs with younger students. Contact the local American Automobile Association.

"Smoky Joe's Highride"

A film-discussion program designed for a high school educational unit on marijuana and traffic safety. A 13-minute film combining live action and an animated video game format. Each package includes the film or video cassette, a Teacher's Discussion Guide and 50 copies iof the Student Pamphlet. Contact your local AAA Office or the AAA Foundation for Traffic Safety, 1730 M Street, N.W., Suite 401, Washington, DC 20036.

"Are You Convinced?"

This 5-minute film shows teens and adults riding a "convincer." It discusses common myths and excuses for not using belts. The convincer experience helps counter commonly held myths. Contact FLI Learning Systems, Inc., P.O. Box 2233, Princeton, NJ 08543.

"Dice-in-a-Box"

This is a Canadian film that focuses on what happens to humans inside a vehicle when they are invloved in a crash. The film runs for 22 minutes and is available from Film House, 308 Adelaide Street, West Toronto, Ontario, Canada, M5V 1R7.

"It'll Never Happen To Me"

This film is narrated by an accident victim who presents factual information about safety belt use and the consequences for not wearing them. The film also addresses common myths and excuses for not wearing safety belts. "It'll Never Happen to Me" is a 21-minute color production available in film or videotape. A discussion guide is also available. Contact VISUCOM Productions, Inc., P.O. Box 5472, Redwood City, CA 94063.

This film shows how air bags work in actual crash test footage and talks about the myths and facts associated with this life-saving technology. The videotape is 10 minutes in length and is available for purchase for $25 from the Insurance Institute for Highway Safety, 1005 N. Glebe Road, #800, Arlington, VA 22201.

Films may be available on loan from your Governor's Highway Safety Office, the school district's teacher media center, or the film section at the public library.

OTHER SOURCES OF INFORMATION

The following organizations have programs to help young people deal with the dual problems of driving under the influence and/or non-use of safety belts.

STUDENT GROUPS

Alateen
Box 182 Madison Square Station
New York, NY 10010

National FFA Organization
National FFA Center
5632 Mt. Vernon Highway
P.O. Box 15160
Alexandria, VA 22309

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815

National Student Safety Program (NSSP)
c/o American Driver and Traffic Safety Education
239 Florida Avenue
Salisbury, MD 21801

Project Graduation
National Highway Traffic Safety Administration
Department of Transportation
400 Seventh Street, SW, NTS-21
Washington, D.C. 20590

The Peer Resource Education Program (PREP)
Brenda Stanislawski
Ozaukee Council on Alcohol and Other Drug Abuse
125 North Franklin St.
Port Washington, WI 53074

ADULT/PARENT GROUPS

Al-Anon Family Groups Headquarters, Inc.
Box 182 Madison Square Station
New York, NY 10010

Alcoholics Anonymous
Box 459 Grand Central Station
New York, NY 10017

Emergency Nurses CARE, Inc.
c/o Barbara Foley, Executive Director
P.O. Box 4571, 18 Lyman Street
Westborough, MA 01581

National Families In Action
2296 Henderson Mill Road
Suite 204
Atlanta, GA 30345

Mothers Against Drunk Driving (MADD)
511 E. John Carpenter Freeway
Suite 700
Irving, TX 75062

National Extension Homemakers Council
c/o Fayola Muchow, Project Director
ROute 4, Box 245
Sioux Falls, SD 57107

National PTA Drug and Alcohol Prevention Project
Safety Belt-Child Restraint Project
700 North Rush Street
Chicago, IL 60611

Parent Resources Institute on Drug Education (PRIDE)
Suite 210
Hurt Bldg.
10 Hurt Plaza, N.E.
Atlanta, GA 30303

Remove Intoxicated Drivers (RID)
P.O. Box 520
Schenectady, NY 12301

PROFESSIONAL GROUPS

Alcohol and Drug Abuse Education Program
U.S. Office of Education
400 Maryland Avenue, SW
Washington, DC 20202

Alcohol and Drug Problems Association of North America (ADPA)
Suite 1275
1400 I Street, NW
Washington, DC 20005

Alcohol Research Information Services
1106 East Oakland Avenue
Lansing, MI 48906

American Association of School Administrators
1801 N. Moore Street
Arlington, VA 22209

American Automobile Association
Traffic Safety Services
1000 AAA Drive
Heathrow, FL 32746

American Coalition for Traffic Safety (ACTS)
919 18th Street, NW
Suite 1000
Washington, DC 20006

American College of Emergency Physicians
P.O. Box 619911
Dallas, TX 75261

American Council for Drug Education
Suite 110
204 Monroe Street
Rockville, MD 20850

American Driver and Traffic Safety Education Association
239 Florida, Avenue
Salisbury, MD 21801

American Medical Association
515 N. State Street
Chicago, IL 60610

American Society of Addiction Medicine
5225 Wisconsin Avenue, NW, # 409
Washington, DC 20015

American Nurses' Association
Member Services Department
2420 Pershing Road
Kansas City, MO 64108

American Public Health Association
1015 15th Street, NW
Washington, DC 20002

American Red Cross
17th and D Street, NW
Washington, DC 20006

Association for the Advancement of Health Education
1900 Association Drive
Reston, VA 22091

Drug Enforcement Administration (DEA)
President's Drug Awareness Campaign
U.S. Department of Justice
Washington, DC 20537

Community Prevention Professional Education
P.O. Box 11
Center City, MN 50012

Internat'l Association of Chiefs of Police
1110 N. Glebe Road
Arlington, VA 22201

JACS Foundation
(Jewish Alcoholics, Chemically Dependent and Significant Others)
New York Board of Rabbis
197 E. Broadway
New York, NY 10002

National Association of Alcoholism and Drug Abuse Counselors
3717 Columbia Pike
Arlington, VA 22204

National Association of Governors' Highway Safety Representatives
444 North Capitol Street, NW
Suite 530
Washington, DC 20001

National Association of State Alcohol and Drug Abuse Directors
444 North Capitol St. Suite 642
Washington, D.C. 20001

National Black Alcoholism Council
1629 K Street, NW
Suite 802
Washington, DC 20006

National Clearinghouse for Alcohol and Drug Information (NCADI)
Box 2345
Rockville, MD 20852

National Council on Alcohol Problems
706 Fleming Blvd.
218 Sixth Avenue
Des Moines, IA 50309

National Council on Alcoholism (NCA)
12 West 21st Street, 8th Floor
New York, NY 10010

National Extension Homemakers Council
Route 4, Box 245
Sioux Falls, SD 57107

National Head Injury Foundation
1140 Connecticut Avenue, NW
Suite 812
Washington, DC 20036

National Highway Traffic Safety Administration
Office of Safety Programs
NTS-21
400 Seventh Street, SW
Washington, DC 20590

National Safety Council
444 North Michigan Avenue
Chicago, IL 60611

National Sheriffs Association
1450 Duke Street
Alexandria, VA 22314

National Transportation Safety Board
800 Independence Avenue, SW
Washington, DC 20594

Office for Substance Abuse Prevention
5600 Fishers Lane, Room 9A-54
Rockville, MD 20857

Pacific Institute for Research & Evaluation
7315 Wisconsin Avenue
Suite 900E
Bethesda, MD 20814

Roberts, Fitzmahon & Associates
9131 California Avenue, SW
Seattle, WA 98136

Traffic Safety Now, Inc.
c/o Motor Vehicles Manufacturers Association
7430 Second Avenue # 300
Detroit, MI 48202

The White House
Drug Abuse Policy Office
Washington, DC 20500

Women for Sobriety
P.O. Box 618
Quakertown, PA 18951

BEST COPY AVAILABLE

GOVERNORS' HIGHWAY SAFETY OFFICES

our own State Highwy Safety Office may have pamphlets, posters, or other educational materials, and can provide State statistics and other forms of technical assistance.

ALABAMA
Chief of Traffic Safety Section
Law Enforcement Traffic Safety Division
P. 0. Box 250347
3465 Norman Bridge Road.
Montgomery, AL 36125
Phone: 205-242-5897
FAX: 205-284-8670

ALASKA
Commissioner
Department of Public Safety
P.0. Box N
450 Whittier Street
Juneau, AK 99811
PHONE: 907-465-4322
FAX: 907-465-4362

ARIZONA
Director
Governor's Office of Hwy. Safety
3010 N. Second Street, Suite 105
Phoenix, AZ 85012
PHONE: 602-255-3216
FAX: 602-255-1265

ARKANSAS
Director
State Highway and Transportation Dept.
P.0. Box 2261
11300 Baseline Road
Little Rock, AR 7226
Phone: 501-569-7231
FAX: 501-455-1978

CALIFORNIA
Director
Office of Traffic Safety
7000 Franklin Blvd., Suite 330
Sacramento, CA, 95823
Phone: 916-445-0527
FAX: 916-324-9606

COLORADO
Director
Office of Transportation Safety
Colorado Dept. of Transportation
4201 Arkansas Avenue
Denver, CO 80222
Phone: 303-757-9201
FAX: 303-757-9439

CONNECTICUT
Director
Department of Transportation
P.O. Box Drawer A
24 Wolcott Hill Road
Wethersfield, CT 06109
Phone: 203-666-4343
FAX: 203-666-1270

DELAWARE
Director
Office of Highway Safety
Robbins Building
802 Silver Lake Blvd.
Dover, DE 19901
Phone: 302-739-4475
FAX: 302-739-5945

DISTRICT OF COLUMBIA
Chief
Transportation Safety Branch
Department of Public Works
2000-14th Street, NW, 7th Floor
Washington, DC 20009
Phone: 202-939-8018
FAX: 202-939-7185

FLORIDA
State Safety Engineer
Dept. of Transportation
605 Swannee Street, MS-17
Tallahassee, FL 32399-0450
Phone: 904-488-3546
FAX: 904-922-2935

GEORGIA
Director
Gov's Office of Highway Safety
Equitable Building
100 Peachtree Street, Suite 2000
Atlanta, GA 30303
Phone: 404-656-6996
FAX: 404-651-9107

HAWAII
Administrator
Motor Vehicle Safety Office
Department of Transportation
79 S. Mimitz Highway
Honolulu, HI 96813
Phone: 808-548-5755
FAX: 808-548-3235

IDAHO
Coordinator
Office of Highway Safety
Department of Transportation
P.0 Box 7129
3311 West State Street
Boise, ID 83707
Phone: 208-334-8101
FAX: 208-334-3858

ILLINOIS
Chief
Bureau of Safety Programs
Department of Transportation
P.0. Box 19245
3215 Executive Park Drive
Springfield, IL 62794
Phone: 217-782-4974
FAX: 217-782-9159

INDIANA
Director
Division of Traffic Safety
Department of Transportation
801 State Office Building
Indianapolis, IN 46204
Phone: 317-232-4220
FAX: 317-232-1473

IOWA
Director.
Governor's Traffic Safety Bureau
307 East 7th Street
Des Moines, IA 50319-0248
Phone: 515-281-3907
FAX: 515-242-6579

KANSAS
Traffic Safety Administrator
Office of Traffic Safety
Thacher Building, 2nd Floor
217 S.E. 4th
Topeka, KS 66603
Phone: 913-296-3756
FAX: 913-296-0963

KENTUCKY
Commander
Highway Safety Branch
Kentucky State Police Headquarter
919 Versailles Road
Frankfort, KY 40601
Phone: 502-695-6356
FAX: 502- 564-6615

LOUISIANA
Director
Highway Safety Commission
Department of Public Safety
P.0. Box 66336
Baton Rouge, LA 70896
Phone: 504-925-6846
FAX: 504-922-0083

MAINE
Director
Bureau of Safety
Department of Public Safety
36 Hospital Street
State House Station #42
Augusta, ME 04333
Phone: 207-582-8776

MARYLAND
Dennis R. Atkins, Assistant Director
Office of Traffic Safety
7491 Connelley Drive
Baltimore, MD 21076
Phone :410-787-7697
FAX: 410-553-6399

MASSACHUSETTS
Director
Governor's Highway Safety Bureau
100 Cambridge Street, Room 2104
Saltonstall State Office Bldg.
Boston, MA 02202
Phone: 617-727-5073
FAX: 617-727-5077

MICHIGAN
Executive Director
Office of Highway Safety Planning
300 South Washington Square
Knapps Center, Suite 300
Lansing, MI 48913
Phone: 517-334-5210
FAX: 517-482-8236

MINNESOTA
Director
Office of Traffic Safety
207 Transportation Building
St. Paul MN 55155
Phone: 612-296-3804
FAX: 612-297-5728

MISSISSIPPI
Director
Division of Public Safety Planning
Department of Public Safety
301 West Pearl Street
Jackson, MS 39203
Phone: 601-949-2198
FAX: 601-960-4263

MISSOURI
Director
Division of Highway Safety
Department of Public Safety
P.0. Box 104808, 311 Ellls Blvd.
Jefferson City, MO 65110
Phone: 314-751-4161
FAX: 314-751-4161

MONTANA
Administrator
Highway Traffic Safety
Department of Justice
303 North Roberts
Helena, MT 59620
Phone: 406-444-4312
FAX: 407-444-4169

NEBRASKA
Administrator
Office of Highway Safety
P.0. Box 94789
301 Centennial Mall South
Lincoln, NE 68509
Phone: 402-471-2515
FAX: 402-471-9594

NEVADA
Highway Safety Coordinator
Office of Traffic Safety
Department of Motor Vehicles and Public Safety
555 Wright Way
Carson City, NV 89711
Phone: 702-687-5720
FAX: 702-687-3920

NEW HAMPSHIRE
Coordinator
Highway Safety Agency
Pine Inn Plaza
117 Manchester Street
Concord, NH 03301
Phone: 603-271-2131
FAX:603-271-3790

NEW JERSEY
Director
Division of Highway Traffic Safety
Dept. of Law & Public Safety, CN 048
Trenton, NJ 08625
Phone: 609-588-3750
FAX: 609-588-7716

NEW MEXICO
Chief
Traffic Safety Bureau
Highway & Transportation Dept.
P.O. BOX 1149
1100 St. Francis Drive
Santa Fe, NM 87501
Phone: 505-827-0427
FAX: 505-827-0431

NEW YORK
Exec. Director
Governor's Traffic Safety Cmte.
Swan St. Bldg., Empire State Plaza
Albany, NY 12228
Phone: 518-474-3135
FAX: 518-473-9467

NORTH CAROLINA
Director
Governor's Highway Safety Program
215 East Lane Street
Raleigh, NC 27601
Phone: 919-733-3083
FAX: 919-733-0604

NORTH DAKOTA
Director
Driver Licensing & Traffic Safety
Department of Transportation
608 East Boulevard Avenue
Bismarck, ND 58505
Phone: 701-224-2600
FAX: 701-224-4545

OHIO
Coordinator
Office of the Governor's Highway
Safety Representative
P.O. Box 7167
240 Parsons Avenue
Columbus, OH 43266
Phone: 614-466-3250
FAX: 614-466-0433

OKLAHOMA
Governor's Representative
Oklahoma Highway Safety Office
Ward Transportation Building, 3A6
200 N.E. 21st Street
Oklahoma City, OK 73105
Phone: 405-521-3314
FAX: 405-378-2524

OREGON
Administrator
Traffic Safety Division
State Library Building
Fourth Floor
Salem, Oregon 97310
PHONE: 503-378-3669

PENNSYLVANIA
Director, Center for Hwy. Safety
Department of Transportation
215 Transportation & Safety Bldg.
Harrisburg, PA 17120
Phone: 717-787-7350
FAX: 717-783-8217

RHODE ISLAND
Chief Coordinator
Governor's Office of Hwy. Safety
345 Harris Avenue
Providence, RI 02909
Phone: 401-277-3024
FAX: 401-277-3942

SOUTH CAROLINA
Director
Office of Highway Safety Programs
Division of Public Safety
1205 Pendleton Street, Rm. 412
Columbia, SC 29201
Phone: 803-734-0421
FAX: 803-734-0486

SOUTH DAKOTA
Director
Office Highway Safety
Dept. of Commerce & Regulation
118 West Capitol Avenue
Pierre, SD 57501
Phone: 605-773-3675
FAX: 605-773-5369

TENNESSEE
Acting Coordinator
Bureau of Planning Development
Department of Transportation
505 Deaderick Street, Suite 700
James K. Polk State Office Bldg.
Nashville, TN 37219
Phone: 615-741-2589
FAX: 615-741-2508

TEXAS
Traffic Operations Engineer
Dept. of Transportation (D- 18STO)
125 E. 11th Street
Austin, TX 78701
Phone: 512-465-6751
FAX: 512-465-6380

UTAH
Director, Highway Safety Office
Department of Public Safety
4501 South 1700 West
Salt Lake City, UT 84119
Phone: 801-965-4401
FAX: 801-965-4969

VERMONT
Coordinator
Highway Safety Program
Governor's Hwy. Safety Program
133 State Street
Montpelier,VT 05603
PHONE: 802-828-2665
FAX: 802-828-2098

VIRGINIA
Commissioner
Transportation Safety
Department of Motor Vehicles
P.O. Box 27412
2300 West Broad Street
Richmond, VA 23269
Phone: 804-367-6614
FAX: 804-367-6631

WASHINGTON
Director
Washington Traffic Safety Comm.
1000 South Cherry Street, MS/PD-11
Olympia, WA 98504
Phone: 206-753-6197
FAX: 206-586-6489

WEST VIRGINIA
Highway Safety Coordinator
Criminal Justice and Highway Safety
Office
1204 Kanawha Boulevard, East
Charleston, WV 25301
Phone: 304-348-8814
FAX: 304-348-0391

WISCONSIN
Director
Office of Transportation Safety
Department of Transportation
4802 Sheboygan Avenue, Suite 809
Madison, WI 53707
Phone: 608-267-3710
FAX: 608-267-0441

WYOMING
Chief Engineer
Planning and Administration
Highway Safety Branch
State Highway Department
Cheyenne, WY 82002
PHONE: 307-777-4198
FAX: 307-777-4250

AMERICAN SAMOA
Highway Safety Coordinator
Office of Highway Safety
Government of American Samoa
Pago Pago, AS 96799
Phone: 011-684-699-9199

GUAM
Highway Safety Coordinator
Department of Public Works, OHS
P.0. Box 2950
Agana, GU 96910
Phone: 011-671-646-3211

COMMONWEALTH OF THE NORTHERN MARINA ISLANDS
Highway Safety Coordinator
Office of Highway Safety
Commonwealth of Northern Mariana Islands50
Saipan, CM 96950
Phone: 011-670-234-6021

PUERTO RICO
Executive Director
Traffic Safety Commission
Box 41289, Minillas Station
Santurce, PR 00940
Phone: 809-723-3590
FAX: 809-727-0486

VIRGIN ISLANDS
Governor's Representative
Office of Highway Safety
Lagoon Street Complex, Fredriksted
St. Croix, VI 00840
Phone: 809-776-5820
FAX: 809-772-2626

INDIAN NATIONS
Program Administrator
Bureau of Indiana Affairs
Indiana Hwy. Safety Program
P. 0. Box 2006
Albuquerque, NM 87103
Phone: 505-766-2863
FAX: 505-766-3247

NAGHSR HEADQUARTERS
444 North Capitol Street
Hall of the States, Suite 530
Washington, DC 20001
Phone: 202-624-5877
FAX: 202-624-5445

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NATIONAL PREVENTION NETWORK

In each State, there is a State Prevention Representative for Alcohol Problem Prevention. These prevention representatives can provide information, materials, and technical assistance.

ALABAMA
Department of Mental Health
P.O. Box 3710
Montgomery, AL 36193

ALASKA
Department of Health
P.O. Box H
Juneau, AK 99811

ARIZONA
Office of Comm. Behav. Health
2632 East Thomas
Phoenix, AZ 85016

ARKANSAS
Office of Alcohol and Drug Abuse Prevention
Donaghey Plaza North, Suite 400
P.O. Box 1437
Little Rock, AR 72203

CALIFORNIA
Alcohol & Drug Program
1700 K Street, 5th Floor
Sacramento, CA 95814

COLORADO
Alcohol and Drug Abuse Division
Department of Health
4210 East 11th Avenue
Denver, CO 80220

CONNECTICUT
Alcohol and Drug Abuse Commision
900 Asylum Avenue, 3rd Floor
Hartford, CT 06105

DELAWARE
Division of Alcoholism & Drug Abuse
1901 N. DuPont Highway
Newcastle, DE 19720

DISTRICT OF COLUMBIA
Health Planning and Development
1660 L Street, NW
Washington, DC 20036

FLORIDA
Department of Health & Rehab. Services
1317 Winewood Blvd., Bldg. 6
Tallahassee, FL 32301

GEORGIA
Alcohol and Drug Services
878 Peachtree Street, NE
Suite 318
Atlanta, GA 30309

HAWAII
Drug Abuse Office
Department of Health
P.O. Box 3378
Honolulu, HI 96801

IDAHO
Division of Family and Children and Services
Dept. of Health & Welfare
450 West State Street, 7th Floor
Boise, ID 83720

ILLINOIS
Dept. of Alcoholism and Substance Abuse
222 South College
Springfield, IL 62704

INDIANA
Division of Addiction Services
Department of Mental Health
117 East Washington Street
Indianapolis, IN 46204

IOWA
Division of Substance Abuse
Department of Public Health
321 E. 12th St
Des Moines, IA 50319

KANSAS
Alcohol and Drug Abuse Services
300 SW Oakley
Biddle Building
Topeka, KS 66606

KENTUCKY
Division of Substance Abuse
Department of Health Services
275 East Main Street
Frankfort, KY 40621

LOUSIANA
Office of Alcohol and Drug Abuse
1201 Capitol Access Road
P.O. Box 3868
Baton Rouge, LA 70821

MAINE
Office of Substance Abuse
State House Station #1594 Stone Street
Augusta, ME 04333

MARYLAND
State Alcohol & Drug Abuse Administration
201 West Preston Street
Baltimore, MD 21201

MASSACHUSETTS
DIvision of Substance Abuse Services
150 Tremont Street
Boston, MA 02111

MICHIGAN
Office of Substance Abuse Services
Department of Public Health
P.O. Box 30206
Lansing, MI 48909

MINNESOTA
Chemical Dependency Program Division
Department of Human Services
444 Lafayette Road
St. Paul, MN 55155

MISSIPPI
Division of Alcohol and Drug Abuse
Department of Mental Health
Robert E. Lee State Office Bldg.11th Floor
Jackson, MS 39201

MISSOURI
Division of Alcohol and Drug Abuse
Department of Health
1706 E. Elm Street
Jefferson, MO 65109

MONTANA
Alcohol and Drug Abuse Division
Department of Institutions
1539 11th Avenue
Helena, MT 59601

NEBRASKA
Division of Alcoholism & Drug Abuse
Department of Public Institutions
P.O. Box 94728
Lincoln, NE 68509

NEVADA
Bureau of Alcohol and Drug Abuse
Department of Human Resources
505 East King Street
Carson City, NV 89710

NEW HAMPSHIRE
Office of Alcohol & Drug Abuse Prevention
105 Pleasant Street
Concord, NH 03301

NEW JERSEY
Division of Alcoholism Drug Abuse and Addition Services
Department of Health
CN 360, Room 400
Trenton, NJ 08625

NEW MEXICO
Department of Health
Behaviorial Health Services Division
Room 3200 North
1190 Street Francis Drive
Santa Fe, NM 87501

NEW YORK
Division of Alcoholism & Alcohol Abuse
194 Washington Avenue
Albany, NY 12210

NEW YORK
Division of Substance Abuse Services
Executive Park South, Box 8200
Albany, NY 12203

NORTH CAROLINA
Alcohol and Drug Abuse Section
Division of Mental Health and Mental Retardation Services
325 North Salisbury Street
Raleigh, NC 27611

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NORTH DAKOTA
Division of Alcoholism & Drub Abuse
Department of Human Services
Professional Building
1839 East Capitol Ave.
Bismark, ND 58501

OHIO
Department of Alcohol & Drug Addiction Services
Two Nationwide Plaza, 12th Floor
Columbus, OH 43216

OKLAHOMA
Department of Mental Health
P.O. Box 53277, Capitol Station
Oklahoma City, OK 73152

PENNSYLVANIA
Drug & Alcohol Programs
Department of Health
P.O. Box 90
Harrisburg, PA 17108

RHODE ISLAND
Office of Substance Abuse
P.O. Box 20363
Cranston, RI 02920

SOUTH CAROLINA
Commission on Alcohol and Drug Abuse
3700 Forest Drive
Colimbia, SC 29204

SOUTH DAKOTA
Division of Alcohol and Drug Abuse
Kneip Building
700 Governors Drive
Pierre, SD 57501

TENNESSEE
Bureau of Alcohol & Drug Abuse Services
Department of Health
Cordell Hull Building, Room 255
Nashville, TN 37247

TEXAS
Commission on Alcohol and Drug Abuse
720 Brazos Street, Suite 403
Austin, TX 78701

UTAH
Department of Social Services
Division of Substance Abuse
P.O. Box 45500
Salt Lake City, UT 84145

VERMONT
Office of Alcohol and Drug Abuse Programs
103 South Main Street
Waterbury, VT 05676

VIRGINIA
Department of Mental Health, Mental Ret. & Substance Abuse
P.O. Box 1797
Richmond, VA 23214

WASHINGTON
Division of Alcoholism and Substance Abuse
Department of Social and Health Services
Mail Stop OB–21W
Olympia, WA 98504

WEST VIRGINIA
Division of Alcohol & Drug Abuse
State Capitol
1800 Washington Street, East
Room 451
Charleston, WV 25305

WISCONSIN
Office of Alcohol & Other Drug Abuse
1 West Wilson Street
P.O. Box 7851
Madison, WI 53707

WYOMING
Alcohol and Drug Abuse Programs
Hathaway Building
Cheyenne,WY 82002

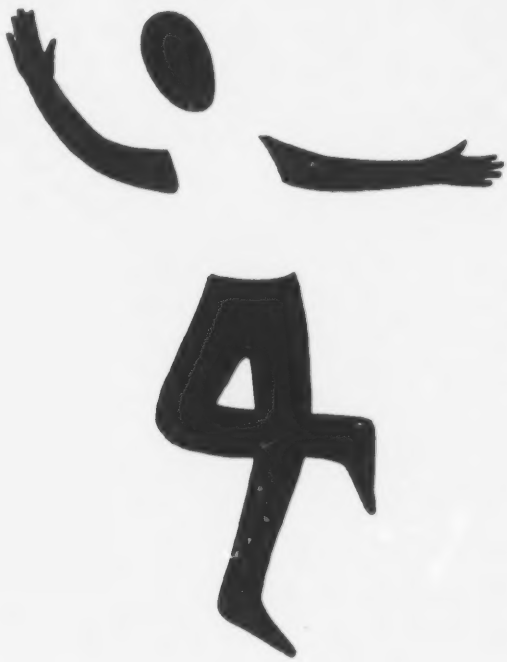
AMERICAN SAMOA
Social Services Division Alcohol and Drug Program
Government of American Samoa
Pago Pago, AS 96799

GUAM
Department of Mental Health and Substance Abuse
P.O. Box 9400
Tamuning, GU 96911

PUERTO RICO
Department of Anti-Addiction Services
Box 21414, Rio Piedras Station
Rio Piedras, PR 00928

VIRGIN ISLANDS
Division of Mental Health, Alcoholism and Drug Dependency
Department of Health
Charles Harwood Memorial Hospital
Christianstead, St. Croix, VI 00820

SAMPLE PROJECT GRADUATION ACTIVITIES



Many planners for Project Graduation have found it helpful to distribute a "Senior Survey," a selection of possible activities, to get input from all seniors. Seniors vote for the activities that appeal to them the most. A sample Senior Survey may be found in the Project Graduation kit available from the National Highway Traffic Safety Administration.

Popular activities for Project Graduation have included:

- **Music:** live bands, DJ's, sing-a-longs
- **Dances** (and dance contests)
- **Entertainers:** comics, magicians, hypnotists, aura readers, animal shows, fortune tellers, caricaturists and handwriting analysts
- **Class Histories:** slide shows, skits and class wills
- **Food:** progressive dinners, cookouts, buffets, snacks and breakfasts
- **Games:** arcades, casinos, video games, pool, waterslide, miniature golf, display of students' baby pictures or elementary school pictures with a contest to guess who they are, school trivia, team relay, Bingo, eating contests, Jello wrestling and whipped cream fights
- **Athletics:** tennis, racquetball, volleyball, bowling, roller skating, table tennis, water polo, swimming, weight lifting, saunas, aerobic dancing, donkey basketball and mashed potato fights
- **The Unusual:** tethered hot air balloon rides, giant ice cream sundae creation, graffiti wall of butcher paper that will be displayed at class reunions, trips in rented train cars, photos taken during the evening and developed in time for breakfast distribution, boat ride, talent show, computer match-up dance, amusement park outings (for the whole night), and camp outs.

SAMPLE NEWS RELEASE

DATE: April 15, 1989
FOR IMMEDIATE RELEASE

CONTACT: Cindy Foster
(703) 555-4705

WINGFIELD HIGH HOSTS "PROJECT GRADUATION"

ARLINGTON, VA—The Safety Club of Wingfield High School has announced that plans are underway for "Project Graduation," a chemical-free, all-night party for seniors that will feature a live band, dancing, food, games and contests on May 15 immediately after the graduation ceremony.

"The school is behind Project Graduation one-hundred percent," said Robert M. Grey, principal at Wingfield. "We have seen tragedy more than once at Wingfield, when students were killed in alcohol-related crashes on graduation night."

Grey explained that for the past six months, small groups of students, parents, teachers and business leaders have been holding meetings to plan Project Graduation. They have formed committees for fundraising, entertainment, food, decorating, public relations, prizes, tickets, coatroom, chaperones, rules, and clean-up.

"Drunk driving crashes are the number one killer of teenagers," Grey said. "We want to make sure that the class of '89 is alive for their reunion in '99!"

SAMPLE PUBLIC ADDRESS ANNOUNCEMENTS

You can write your own public address announcements or use the ones below. Be certain to use messages that match your project's platform and will be appropriate for your school.

1. "Alcohol-related crashes are the number one killer of teenagers. Don't ever ride with a drinking driver. It's your life."

2. "In the past five years, (insert number for your school) people at our high school have been killed in alcohol-related crashes. Make sure you or someone you know isn't the next one. Play it safe, and get another ride home. Nobody can make you ride with a drinking driver."

3. "According to researchers, drivers between the ages of 16 and 24 have twice as many fatal crashes per mile driven as older drivers. When alcohol is involved, the fatal crash rate of young drivers is three times greater than that of older drivers. Don't be a statistic. Say 'no' to a drinking driver and wear your safety belt."

4. "Remember this weekend that 'friends don't let friends drive drunk.' Saving the lives of your friends is no small favor. Take away the keys. Say 'no' and be firm. They'll live to thank you for it later."

5. "Nobody should have to die in a drunk or drugged driving crash. If you ride with a drinking driver, it can happen to you. Let's all live to see graduation."

6. "Make safety belts a habit for life. Buckle up."

FUND-RAISING ACTIVITIES

Food Sales
ice cream sundaes
Chinese fortune cookies (student fortunes)
donuts
fruit
pies
candy
baked goods
birthday cakes
pizza kits
lunch box auction
pie auction
snowcones

Sports Activities
celebrity basketball
softball game
boxing night
karate demonstration
pro teams against varsity
powder puff game
basketball shoot
stick horse baseball
weight lifting
all-night bowling
sports night
donkey basketball

Eating Events
breakfast with a local celebrity
spaghetti dinner
pot luck dinner
ethnic dinner
pizza night
salad bar
pancake breakfast
barbecue
ice cream social
progressive dinner
cheese tasting party
coffee house

Community Activites
community work day (rent a student)
community flea market
hometown fair
dinner served to community clubs
babysitting service
newspaper drive
housework / yard work
shopping center clean-up
telephone interviews for companies
calendars for the community
paint house numbers on curb

Contests / Raffles
a-thons (bowl, rock, think, etc.)
car raffle
surfing contest
limo and driver raffle
student talent show
jelly bean jar guess
car rally / bike rally
frisbee contest
beard-growing contest
exercise contest
dance contest
haircut-a-thon
class-faculty competition
match game (dating game)
chess tournaments
drawings
squirt gun contest
skate-a-thon
raffle off marching band
faculty vs. radio announcers
newspaper staff vs. student council
dance marathon
gong show
faculty baby picture contest

Other Events
teacher auction
treasure hunt
dance
faculty talent show
country western band
bluegrass / square dance
bingo night
kids' game night
board game day
multi-cultural day
dunk tank
faculty behind chicken-wire egg-toss
greased pig catch
laugh-a-grams
silent movie day
night time feature film
people scavenger hunt
singing grams
homecoming carnival
Polaroid pictures with celebrity
cardboard models and you
art floor-show (gym floor)
private plane rides
hot air balloon rides
school bus wash
bring-your-own-pillow concerts
drama in the round
battle of the bands
couples pageant
parent pageant
recycling drive
fashion show
pie throw
fruit picking
senior show
parents' prom
concerts
face painting
antique show

Other Sales
used books
flowers
stuffed animals
pocket calendars
family portraits
light bulbs
balloons
monograms
coupon books
newspaper space on front page (one dollar per name)
bumper stickers
customized stickers
souvenir cups
flea market
hats
clothing
stadium pillows
buttons
garage sale
sidewalk sale
candles
posters
yearbook covers
advertising in sports program
singing-grams
giant coloring book
magazine subscription sale
emblems / colors
stationery
class tee-shirts
clothing with the school emblem

SAFETY AGREEMENT

Two safety agreements are provided below and are intended for teenagers and their parents to make safety commitments to each other.

SAFETY AGREEMENT

BECAUSE WE CARE

Teenager I agree to take actions to keep safe. I will always use my safety belt, and I will not use alcohol or other drugs. I will find another ride or call you rather than ever ride with a drinking or drug-taking driver. If I ride a motorcycle, I promise that I will wear a helmet. I recognize that you care about what happens to me, and I will keep this agreement.

_____ _____

Signature Date

Parent I agree to take actions to keep safe. I will always use my safety belt. If I choose to drink, I will not drive myself and I will only ride with a sober driver. I will find another ride or call you rather than ever ride with a drinking or drug-taking driver. If I ride a motorcycle, I promise that I will wear a helmet. I recognize that you care about me and I will keep this agreement.

_____ _____

Signature Date

Drug

FACT SHEET

MARIJUANA—(Grass/Pot/Weed) Marijuana is the most widespread and frequently used illicit psychoactive drug in the nation. (NIDA Capsules, U.S. DHHS Publication NO. C-86-9.)

It is a crude drug made of the dried greenish brown leaves, small stems and flowiering tops of the Cannabis Sativa plant. The primary mind-altering ingredient in marijuana is THC. Immediate physical effects include a faster heartbeat and pulse rate, reddening of the eyes and a dry mouth. Marijuana can impair short-term memory, sense of time and ability to concentrate. It may cause lower levels of male and female hormones and a temporary loss of fertility. The smoke can be much more harmful to the lungs than tobacco smoke. (Marijuana, DHHS Publication No. (ADM)86-1305.)

PCP—(Angel Dust, Killer Weed, Green) PCP is an hallucinogenic drug that produces profound alterations in sensation, mood and consciousness that may involve the senses of hearing, touch, smell or taste, as well as visual experiences that depart from reality. (NIDA Capsules, U.S. DHHS Publication No. C-86-8.)

It can be a pure, white crystal-like powder, or a tablet or capsule. PCP is swallowed, smoked, sniffed or injected. PCP causes an increased heart rate and blood pressure as well as flushing, sweating, dizziness and numbness. Large doses can cause drowsiness, convulsions and coma. PCP may produce violent and bizarre behavior. Regular use of the drug affects memory, perception, concentration and judgment. (Hallucinogens and PCP, U.S. DHHS Publication No. (ADM)86-1306.)

COCAINE—(Coke/Toot/Powder) A drug extracted from the leaves of the coca plant. Like other amphetamines, it is a central nervous system stimulant. Cocaine usually appears in the form of a fine white crystal-like powder, although often it comes in larger pieces, sometimes called "rocks". The drug is sniffed or snorted through the nose. When cocaine is snorted, the effects begin within a few minutes, peak within 15 to 20 minutes and disappear within an hour. Some users inject cocaine or smoke a form of the drug called freebase (See description below).

The effects of cocaine include dilated pupils and an increase in blood pressure, heart rate, breathing rate and body temperature. The user may have a sense of well-being, feel more energetic and be less hungry. Cocaine can trigger paranoia and depression. It is a very dangerous, dependence-producing drug. Those who use the drug in high doses over a long period of time may become paranoid or experience "cocaine psychosis." This may include hallucinations of touch, sight, taste or smell. (Stimulants and Cocaine, U.S. DHHS Publication No. (ADM)86-1304.)

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*Alcohol is a drug, too. See Alcohol Fact Sheet.

(over)

FREEBASE—(Space Base) The result of a chemical process whereby "street" cocaine is converted to a purified, altered substance more suitable for smoking. Smoking the processed cocaine produces a shorter and more intense "high" because it reaches the brain within seconds. The risks associated with using the drug include confusion, slurred speech, anxiety, and serious psychological problems. (Stimulants and Cocaine, U.S. DHHS Publication No. (ADM)86-1304.

CRACK—Crack is the street name given to freebase cocaine that has been processed from cocaine hydrochloride to a base. This process includes heating ammonia or baking soda and water to remove the hydrochloride from the cocaine. The term "crack" refers to the crackling sound heard when the mixture is smoked.

Crack resembles hard shavings similar to slivers of soap. It is sold in small vials, in folding papers or in heavy tinfoil. It is smoked in a pipe. (NIDA Capsules, U.S. DHHS, Publication No. C-86-4.)

LSD—(Acid/Blotter/Tabs) LSD is manufactured from lysergic acid which is found in ergot, a fungus that grows on rye and other grains. It is odorless, colorless and tasteless. LSD is sold on the street in tablets, capsules or poured on blotter paper.

A hallucinogenic drug, LSD usually takes effect 30-90 minutes after being ingested. The physical effects include dilated pupils, higher body temperature, increased heart rate and blood pressure, sweating, loss of appetite, sleeplessness, dry mouth and tremors. (Hallucinogens and PCP, U.S. DHHS Publication No (ADM)86-1306.)

HEROIN—(Smack/Junk/Horse) Heroin is an illegal and highly addictive narcotic that comes in the form of a white or brownish powder that is usually dissolved in water and then injected. It can either be injected or sniffed. Heroin affects the central nervous system, reduces sensitivity to pain, slows down the respiratory system and can cause drowsiness. Once addiction occurs, withdrawal is extremely difficult. (Opiates, U.S. DHHS Publication No. (ADM)86-1308.)

Reported symptoms and signs of heroin use include euphoria, drowsiness, respiratory depression, constricted pupils and nausea. Withdrawal symptoms include watery eyes, runny nose, yawning, loss of appetite, tremors, panic, chills, sweating, nausea, muscle cramps and insomnia. (NIDA Capsules U.S. DHHS Publication No. C-86-7.)

Source for drug slang: The Guide to Drug Abuse Research Terminology, Appendix B, U.S. DHHS Publication, 1982

Alcohol

FACT SHEET

- Alcohol is a drug. It is a central nervous system depressant and not a stimulant as commonly believed. It acts fast by moving directly into the bloodstream.

- All alcoholic drinks are basically the same. The following drinks contain equal amounts of alcohol:
  - A 12-ounce bottle of beer
  - A 5-ounce glass of wine, a 12-ounce wine cooler
  - A mixed drink with 1½ ounces of 80 proof liquor

  Alcohol's effects vary according to the rate at which alcohol is consumed, the presence of food in the stomach during consumption, and the individual's weight, mood and previous drinking experience.

- Moderate drinking may cause a person to experience flushing, dizziness, dulling of senses and impairment of coordination, reflexes, memory and judgment.

- According to the American Medical Society, "Alcoholism is a chronic, progressive, and potentially fatal disease."

  Source: Facts about Alcohol, RPO 106, National Clearinghouse for Alcohol and Drug Information.

- Too much drinking can lead to malnutrition, lowered resistance to infections and the increased risk of cancers of the mouth, throat and liver. Other dangers to the body include the possibility of irreversible damage to the brain and the central nervous system, and severe damage to the heart, lungs, pancreas and liver.

- Approximately 30 percent of boys and 22 percent of girls classify themselves as "drinkers" by the age of 13.

- In the United States, 4.6 million teenagers experience serious problems with alcohol.

- One-third of American adults play it safe and do NOT drink alcohol at all. About one-third have a drink from time to time.

- Despite the dangers of driving after drinking, 12 percent of the adults in the United States said that they drove their cars at least once in the past year knowing full well that they had had too much to drink.

  Source: Helping Your Child Say NO to Alcohol and Helping Students SAY NO to Alcohol, U.S. Department of Health and Human Services, Public Health Service, Alcohol, Drug Abuse and Mental Health Administration.

- The legal drinking age in all states is 21 years of age.

  Source: Legal Drinking Age Summary, 1986, National Clearinghouse for Alcohol Information.

- The body takes about two hours to eliminate the alcohol that has been consumed in an average drink (½-ounce of pure alcohol).

  Source: Questions and Answers on Hangovers, Publication MS 296, National Clearinghouse for Alcohol Information.

BEST COPY AVAILABLE

Impaired Driving

FACT SHEET

- Two million drinking and driving crashes occur every year.
- Someone is killed in an alcohol-related traffic accident every 22 minutes. Translated, that means about 450 alcohol-related traffic deaths each week, or the equivalent of five major air disasters per week.
- In some parts of the country, during the weekends between the hours of 10 p.m. and 3 a.m., one out of 10 cars is driven by a drunk driver.
- Drinking and driving is the leading killer of young people. Every year, over 3,000 teenagers are killed in drinking/driving crashes. Another 85,000 are injured, 6,500 of them seriously.
- Although teenagers comprise less than 10 pecent of licensed drivers, they account for 20 percent of all fatal crashes.
- Drunk drivers kill their friends as well as others. Most of the teenage passenger deaths are a result of teenage drivers
- Two out of every five people will be involved in an alcohol-related crash during their lifetime.
- Data indicate that drugs are detected in 10 percent to 22 percent of crash-involved drivers (drugs or drugs combined with alcohol) at the time of the crash.
- Alcohol poses the greatest hazard to highway safety. Drugs (other than alcohol) that appear to have the most potential to be serious highway safety hazards are marijuana, tranquilizers and barbiturates.
- All 50 states have drinking and driving laws (Driving Under The Influence) with a variety of penalties. Most of theses laws are based on a blood alcohol concentration (BAC) level of .10 percent. This level has been established as the point of intoxication; however, drivers have been shown to be "impaired" at much lower BAC levels.

Source: National Center for Statistics & Analysis, NHTSA, Drunk Driving Facts, July 1987

Use of Controlled Substances and Highway Safety: A Report to Congress, March 1988.

TEST YOUR ALCOHOL KNOWLEDGE

1. The alcohol content in one 12-ounce can of beer is equal to:

   a. One-fourth of a shot (1.5 ounces) of liquor
   b. One-half of a shot of liquor
   c. One shot of liquor

2. Which one of the following helps a drinker sober up:

   a. Time
   b. Coffee
   c. Exercise

3. The first driving ability affected by alcohol is:

   a. Coordination
   b. Vision
   c. Judgment

4. The best way to prevent drinking and driving is to deal with it:

   a. Before the drinking starts
   b. During the drinking
   c. When it's time to drive

5. Alcohol is a drug that can:

   a. Alter moods
   b. Become habit forming
   c. All of the above

6. How many Americans have problems with alcohol?*

   a. 18 million
   b. 10 million
   c. 5 million

7. For young people, alcohol is a factor in:

   a. 20% of highway deaths
   b. 40% of highway deaths
   c. 60% of highway deaths

8. Which of the following statements is most accurate about food and alcohol?

   a. Food prevents absorption of alcohol
   b. Food slows the absorption of alcohol
   c. Food has no effect on the absorption of alcohol

9. The amount of time it takes alcohol to leave the body:

   a. Can be increased
   b. Can be decreased
   c. Cannot be changed

*__Source:__ National Clearinghouse for Alcohol and Drug Information

ANSWERS: 1. C 2. A 3. C 4. A 5. C 6. A 7. B 8. B 9. C

IF SOMEONE YOU CARE ABOUT HAS A PROBLEM WITH ALCOHOL OR DRUGS

"Helpless" is the way most people said they felt when they first found out that someone close had a problem with alcohol or drugs. If you are worried about a friend or a family member, there are some thinks that you can do:

- Recognize that alcoholism is not a moral problem. It is a disease, like diabetes or heart disease. Anyone can become an alcoholic . . . and anyone can recover with professional help.

- Talk to a school counselor or to a student who is a member of the Student Assistance Program if your school has one.

- Look for help in the Yellow Pages under "Alcohol Information and Treatment" or "Drug Abuse." Call several sources to find one that is right for the person you care about.

- Confront the person with the problem. Your honesty may not be appreciated at first, but it may force the person to face the problem.

- Ask a treatment professional about "Direct alcoholism intervention." Family members can force an alcoholic to face the problem and seek help. Former First Lady Betty Ford says that she owes her life to her family because they got help from a professional and staged a "direct alcoholism intervention."

- Alcoholism is called the "family disease" because it has an affect on every member of the family. All people in an alcoholic family—spouse, sons, daughters—need help to deal with life, even if they no longer live with the alcoholic. One excellent source of help is Al-Anon Family Groups. Al-Anon Groups inlcude Al-Anon for family members, ACOA groups for adult children of alcoholics, Alateen for teenage children or siblings, and Alatot for very young children.

- Talk about your problems. You are not the only person who cares about someone with alcohol or other drug problems. You will feel better, and you deserve the emotional support that friends can give.

Source: Someone Close Drinks Too Much, National Clearinghouse for Alcohol Information Publication No. RP0104

Safety Belt

FACT SHEET

SAFETY BELT USE LAWS AND SAFETY BELT EFFECTIVENESS

The Department of Transportation's July 1984 Rulemaking on automatic occupant protection began a wave of legislative action that resulted in the enactment of belt use laws in 41 States and the District of Columbia.

Each of these laws has as its goal reducing deaths and injuries in motor vehicle crashes. This fact sheet presents information on safety belt effectiveness and how these laws have contributed to improving the safety of motorists.

Almost every study ever conducted indicates that lap and shoulder safety belts can reduce the risk of fatal or serious injury by between 40 and 50 percent.

Currently,* safety belt use in those States that have passed use laws averages about 52 percent. Use varies widely, however, reflecting the fact taht laws, enforcement and public information and education programs differ. The latest* safety belt use ranges from 80 percent to 33 percent.

LIVES SAVED AND INJURIES PREVENTED BY SAFETY BELTS AND SAFETY BELT USE LAWS*

- Among front seat passenger vehicle occupants over 4 years old, safety belts saved an estimated 4,800 lives in 1990, 3,896 in States with belt use laws.
- Among front seat passenger vehicle occupants, safety belts prevented about 125,000 moderate to critical injuries in 1990, 101,500 from belt use laws.
- Since the first (New York) State safety belt use law became effective in December 1984, about 18,087 total lives have been saved by safety belt use laws, through December 1990.
- At the current use level in belt law States (54 percent), belts would have saved 5,765 lives if all States had belt laws in 1990.
- At the current high use levels achieved in come other countries (85 percent), belts could have saved 11,709 lives in 1990.

*As of July 1991

Safety Belt Use

FACT SHEET

NHTSA measures national belt use by conducting observational surveys each year at selected sites in 19 cities. The data from these index surveys found:

- Belt use among car drivers in the 19-Cities Index was
  - 14 percent in 1983
  - 14 percent in 1984
  - 21 percent in 1985
  - 30 percent in 1986
  - 42 percent in 1987
  - 46 percent in 1988
  - 46 percent in 1989
  - 49 percent in 1990
  - 50 percent in 1981 (1st half)

- Among cities **without** belt laws in effect in this index, belt use was
  - 36 percent in 1989 (seven cities).

- Among cities **with** belt laws in effect in this index, belt use was
  - 54 percent in 1990.

•Drivers who have been drinking are reported by police to use safety belts at a substantially lower rate than sober drivers. Of the passenger car drivers who were fatally injured in 1990, safety belts were used by only 12 percent of the drivers who were drunk (BAC of .10 percent or above), by 21 percent of the drivers who had some alcohol involvement (.01-.09), but by nearly 37 percent of the sober drivers.

Source: National Center for Statistics and Analysis, National Highway Traffic Safety Administration, June 1990.

HOW MUCH DO YOU REALLY KNOW ABOUT SAFETY BELTS?

1. Safety belts will prevent injury:

   a. Most often on long trips
   b. Most often on short trips
   c. On long and short trips equally

2. Safety belts will prevent injury:

   a. Most often in good weather
   b. Most often in bad weather
   c. In good and bad weather equally

3. A driver's ability to control the car in an emergency is:

   a. Improved by safety belts
   b. Hampered by safety belts
   c. Unaffected by safety belts

4. If a passenger fails to wear safety belts, the driver's chances of being injured are:

   a. Increased
   b. Decreased
   c. Not affected

5. Most fatal accidents happen:

   a. Close to home
   b. On long trips
   c. On expressways

6. Lap/shoulder belts can reduce the chances of a severe or crippling injury by about:

   a. 25 %
   b. 50 %
   c. 75 %

7. In a crash, being thrown from a vehicle:

   a. Increases the chances of injury
   b. Decreases the chances of injury
   c. Has no effect on the chances of injury

8. More than one-half of crashes resulting in injury occur at speeds:

   a. Above 50 mph
   b. Between 40-50 mph
   c. Below 40 mph

9. If a car is submerged in water, a driver's chances of escaping from the automobile are:

   a. Increased by wearing a safety belt
   b. Decreased by wearing a safety belt
   c. Not affected by wearing a safety belt

*__Source:__ "Sudden Impact: An Occupant Protection Fact Book." U.S. Department of Transportation. National Highway Traffic Safety Administration. 1991.

SAFETY BELT QUIZ
TRY OUT FOR THE SAFETY BELT TEAM

Test your "safety belt knowledge" in this short quiz. Just mark T for true or F for false next to the appropriate statements.

1. Passengers in the back seat need not wear their safety belts.

2. If a safety belt will not lock up when you pull on it, it is not likely to hold you back in an crash.

3. Good drivers know how to avoid crashes. Only poor drivers need to wear their belts.

4. My injuries will be more serious if I wear my safety belt.

5. Automobile crashes are the single greatest cause of death for teenagers.

6. If a car catches on fire or becomes submerged underwater after a crash, the safety belts will trap me inside.

7. Some cars with automatic shoulder belts do not have lap belts.

8. Wearing my safety belt is not necessary for short trips around the corner.

9. Seat belts cut fatalities by 40-50 percent.

10. In the case of a serious crash, if I am thrown clear of the car, my chances of injury will be lower than if I had been wearing my safety belt.

***Source:** The Safety Belt Fact Sheet, U.S. Department of Transportation, National Highway Traffic Safety Administration.

(Answers on back)

1. **FALSE.** To avoid hitting other passengers and being thrown around a vehicle, passengers in the back seat should wear their safety belts at all times.

2. **FALSE.** Only when the automobile decelerates rapidly, as in the case of a car crash, should the safety belt lock up. The belt is designed for movement and comfort.

3. **FALSE.** Even expert drivers have no control over other drivers on the road. This is especially true of drunk drivers.

4. **FALSE.** In almost all cases, injuries are more serious when a safety belt is not worn.

5. **TRUE.** The greatest cause of the death of young people is car crashes.

6. **FALSE.** Less than one percent of all accidents involve fire or underwater submersion. If you are conscious and unhurt, you are more likely to escape.

7. **TRUE.** Cars equipped with shoulder belts without lap belts have knee bolsters to prevent occupants from submarining under the dash in the event of a crash.

8. **FALSE.** Most automobile crashes happen within 25 miles of the home and at speeds under 40 mph.

9. **TRUE.** Safety belts also reduce serious injuries by 45-55 percent.

10. **FALSE.** When you are thrown out of a car in a crash, the chances of death or serious injury are 4 times greater. Being thrown out of a car does not mean landing in field of flowers but on hard pavement.

Did you make the Safety Belt Team?

8 or more correct:	You made the varsity team!
5 - 8 correct:	You made junior varsity!
3 - 5 correct:	You are a bench-warmer, better brush up on your safety awareness.
Less than 3 correct:	You did not make the team this time. Study hard and try again!

Air Bag

FACT SHEET

- At 30 mph, an unprotected passenger weighing 150 pounds crashes with a force of 4500 pounds—more than two tons.
- An air bag is an inflatable crash protection device hidden in the steering wheel of a car. The air bag is only activated by a sudden impact or crash of 12 mph or more.
- An air bag inflates in about the time it takes to blink an eye. After inflating, it immediately deflates.
- Air bags are designed mainly to provide protection in frontal crashes. For maximum protection in side or rear impact crashes or roll overs, air bags must be used with lap and shoulder belts.
- Air bags are proven to be very reliable. They do not inflate when you hit a pothole or drive over railroad tracks.
- Air bags in combination with a lap and shoulder belt can reduce accident fatalities by 45 to 55 percent.
- Air bags need to be replaced after inflation.

Source: "Facts You Should Know About Air Bags," Publication DOT HS 806805, U.S. Department of Transportion, National Highway Traffic Safety Administration. 1986

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